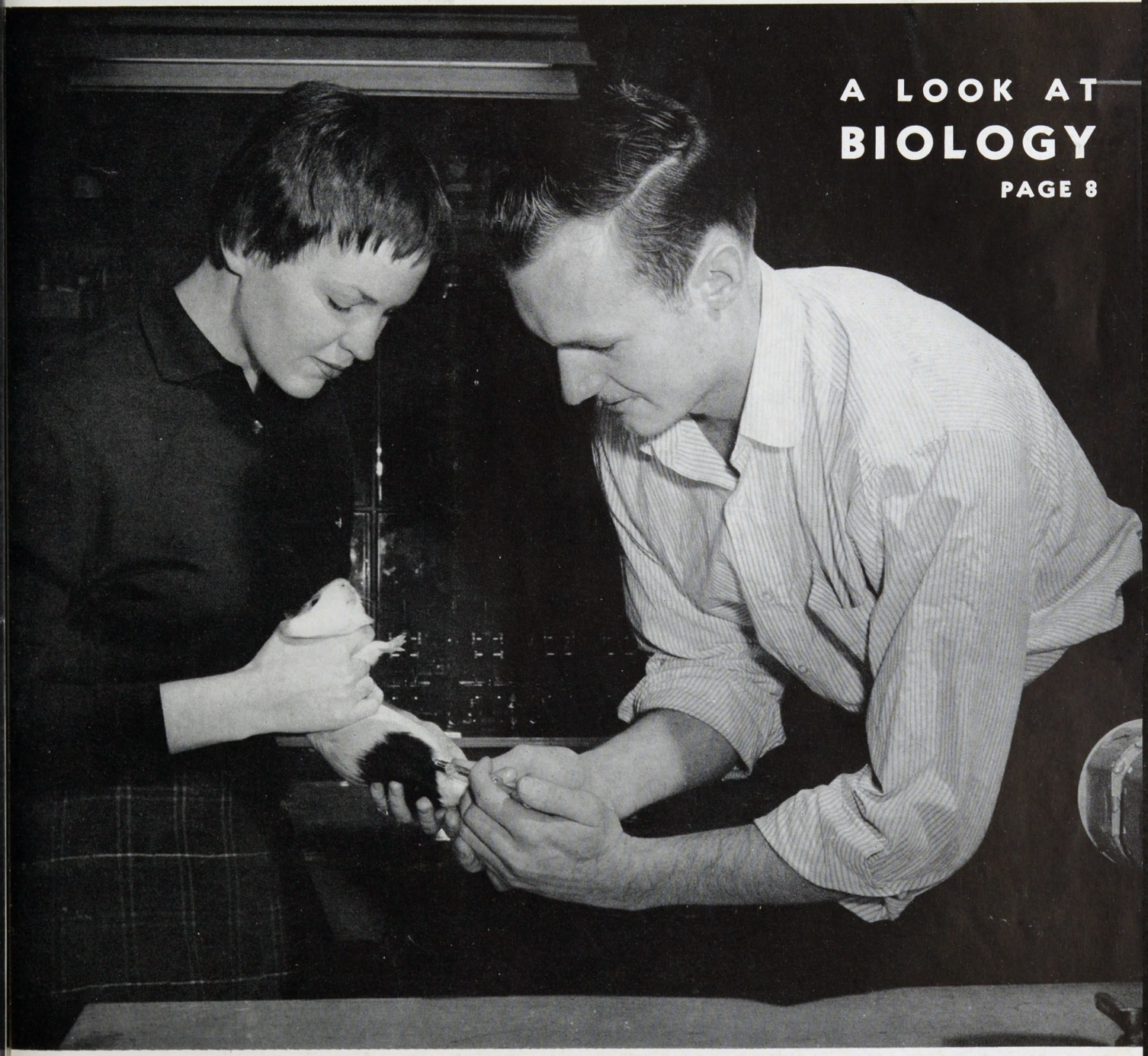
MIDDLEBURY COLLEGE

*Winter 1960*

# *Your Family and Middlebury*

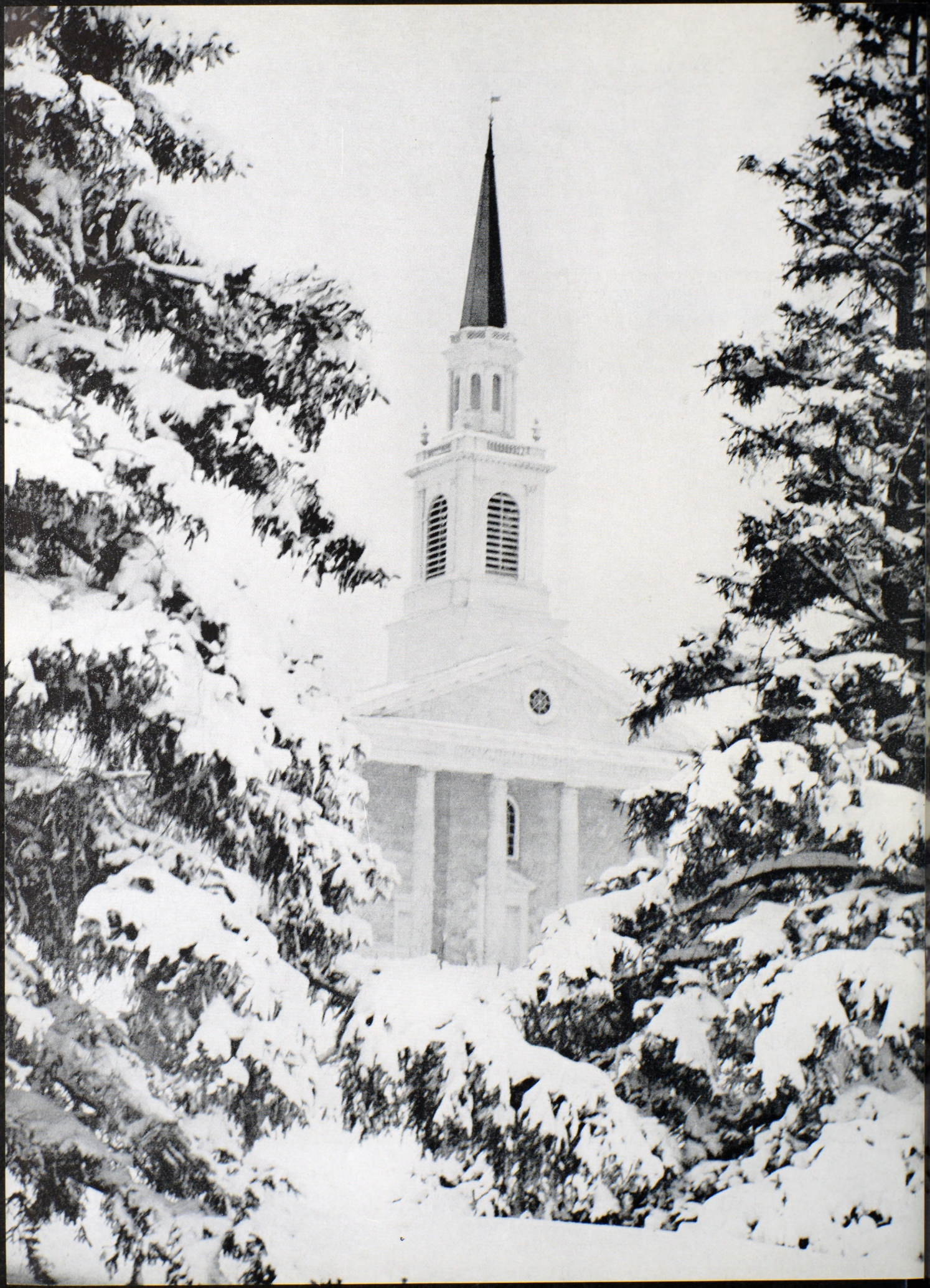
SENT BY THE COLLEGE TO MIDDLEBURY PARENTS AND FRIENDS



**A LOOK AT BIOLOGY**

PAGE 8

**In this issue** The Role of Athletics At Middlebury



# News of the COLLEGE

## Parents Library Gifts Mount

THE Middlebury College Library Appeals Campaign is experiencing great success with parents playing an important role in this effort. As this issue of *Your Family and Middlebury* goes to press, gifts and pledges totaling $50,764.00 have been received from 226 generous parents. Three gifts from parents of students who have graduated from the College in recent years are included in this total.

Listed among the College's "Library Shareholders" are 88 parents whose gifts and pledges have qualified them for one of the four classes of "Shares" established in the Library Appeal. As an aid to other parents interested in securing forms to execute "Share" subscriptions, a self-mailing envelope is included in this issue of your magazine to cover both "Share" subscriptions and straight Parents Fund gifts.

Members of the Parents Fund Committee invite all parents to participate in the Library Fund Appeal in accordance with their means. This committee is currently studying the advisability of establishing some means of personal solicitation in areas where there is a concentration of interested Middlebury parents. Such an effort would supplement the mail appeals of the Parents Committee during the capital drive in behalf of the Library. Comments and suggestions from parents on this plan will be appreciated by your Parents Fund Committee.

Excellent progress is being made in the Phase II work of the Library Project. This phase includes the renovation of the main section of the Egbert Starr Library. It will be completed in the early summer and open for the inspection of parents during Parents Weekend next fall.

### Status of Library Appeals Campaign as of January 31, 1960

| | Total | Quota | % of Quota |
|---|---|---|---|
| Special Gifts | $604,717 | $700,000 | 86.4 |
| Alumni | 242,709 | 400,000 | 60.7 |
| Parents | 50,764 | 150,000 | 33.8 |
| Business & Industry | 27,423 | 50,000 | 54.8 |
| The College & the Community | 1,416 | 25,000 | 5.7 |
| Summer Schools | 3,097 | 25,000 | 12.4 |
| Totals | $930,126 | $1,350,000 | |

NOTE: *Not included in above figures is a $100,000 Library endowment grant from The Irene Heinz Given and John LaPorte Given Foundation in response to the Library appeal.*

## Conference Scheduled For March

THE 18th annual Middlebury College Conference, which explores topics of current and major interest, will be held March 18 and 19.

Selected as the theme for this year's Conference is the topic, "The Crisis in Education at the Undergraduate Level." The several facets of the topic will be discussed by four speakers, all prominent in their fields, at three sessions during the two-day program.

The final session of the Conference will be a panel program which will involve all four speakers. The topic will also be examined in several informal discussion periods for the Conference participants and students.

Dr. James A. Perkins, vice president of the Carnegie Corp. of New York, has accepted the committee's invitation to be the Conference's keynote speaker and will be heard on the opening night, Friday, March 18.

Other speakers will include: Dr. Oliver J. Caldwell of the U.S. Dept. of Health, Education and Welfare; Dr. Frank H. Bowles, president of the College Entrance Examination Board, and Dr. Shannon McCune, provost of the University of Massachusetts.

## College Receives Three Grants

AMONG the grants received by the College during the past three months are those received from the General Electric Foundation, Esso Education Foundation and Texaco, Inc.

A grant of $2,500 was received from the General Electric Foundation for the Physics Dept. This is the third year that Middlebury has received a similar grant. The College is one of 20 liberal arts colleges throughout the country receiving special support for its teaching of physics.

Esso provided a capital grant of $5,000 for the Library Fund. It is part of Esso's fifth annual program for financially assisting many of the nation's privately-controlled colleges and universities.

The aid-to-education program of Texaco, Inc., has provided a grant of $1,500 for the Library Fund.

*Your Family and Middlebury*

Vol. 4, No. 2 — GEORGE H. HUBAN, *Editor* — Winter 1960

IN THIS ISSUE

| | Page | | Page |
|---|---|---|---|
| News of the College | 3 | A Look at Biology | 8 |
| With our Faculty | 4 | Middlebury's Long-Time Faculty | 12 |
| The Role of Athletics at Middlebury | 6 | President's Page | 13 |

**The Cover:** Patricia Watrouse, '60, and Steve Young, '60, administer insulin to guinea pig to control alloxan diabetics. This picture is one of a series of photographs starting on page 8 entitled "A Look at Biology."

*Your Family and Middlebury* is published four times yearly: Fall, Winter, Spring, and Summer by Middlebury College, Middlebury, Vt. Editorial Office: Old Chapel 46, Middlebury College. **Second Class Postage Paid at Middlebury, Vt.**

# with our FACULTY

By Professor John G. Bowker, *Dean of the Faculty*

THE Faculty Educational Policy Committee has submitted a report of more than 5,000 words which is a culmination of a study of some one hundred and fifty hours by eight members of the Committee during the summer months, and made possible by a grant from the Fund for the Advancement of Education. This report is a continuation of the serious inquiry into our curriculum which began several years ago and brought a group of prominent consultants to Middlebury last spring.

The proposal of E.P.C. is that we consider a program of study wherein a student takes but four courses during his first three years and three courses plus a program of major reading in his senior year.

> *"The primary goal has been to enable the student to acquire more rapidly intellectual curiosity and independence which assures that his liberal education will not end with Commencement"*

The program is designed from the start of the freshman year to enable the student to progress more rapidly toward independent study. His devotion to but four instead of five courses should relieve the pressures which promote cursory attention to subject matter. The freshman program would require a course identified as Humanities 11 to replace the present freshman English, a course "designed to teach the student to read critically both intensively and extensively." An experimental section of freshman English with this objective is being given this year for the second time so the Committee had a definite model to guide them here. Possibly some of my readers would enjoy "taking" this course. During the first semester the students read in translation:

Chaucer's CANTERBURY TALES
Voltaire's CANDIDE
Homer's ODYSSEY
Ovid's METAMORPHOSES
Swift's GULLIVER'S TRAVELS
Joyce's DUBLINERS

and the second term is devoted to selected works of Plato, Sophocles, Shakespeare, Milton, Shaw, and T. S. Eliot. Papers and critical analyses increase the demands on the student.

The other three units in the first year would be selected from the languages, social sciences, or mathematics. Each would be a more rich and intensive experience in which the freshman would be held to a higher level of achievement than is possible in a five course program

The required course common to all sophomores would be concentrated in the area of social science modeled upon the present Contemporary Civilization now offered in the freshman year. Here the student would "undertake a critical examination of historical, political, social, and ethical ideas of continuing significance for contemporary society." Substantial readings in background material and more written work than is now possible can be required since the course would engage one-fourth of the student's time. The proposal includes plans for staffing this course so that each instructor would teach but sixty students in three sections of twenty each. All written work could then be graded by the instructor himself and frequent conferences held with each student.

The remainder of the student's program of study would be entirely elective but he must take four courses except during his senior year when required major reading under the supervision of a major departmental adviser would serve as a fourth course to an elective three. No stated credit or grades would be given for major reading. The general examination is retained as a degree requirement. The present requirements of Group A, B, and C are dropped; the Committee feels that we can rely upon "the intensified work of Humanities 11 and the Contemporary Civilization course and on effective advising to ensure a liberal breadth to a student's education."

Many questions have been raised in faculty group discussions of the proposal. There is more involved than simple arithmetic in an attempt to predict what may happen when each student takes 25% fewer courses during his four years. Student and faculty groups have held long debates over the merits and demerits of the proposal. On the basis of suggestions and questions raised during these discussions the Committee is now working to revise the proposal so as to make provisions for many of them. At the regular December faculty meeting it was voted that all departments be directed to consider with the E.P.C. the changes necessary in their offerings as they would appear in a four-course program. Such a step toward implementation should provide a more valid basis for approval or rejection of the proposal than mere conjecture. Dr. Paul Cubeta's committee has stenciled the first agenda item for all group meetings this winter.

EIGHTY-SEVEN presidents, deans, and faculty members representing every accredited college in New England attended a three day conference in Boston during November to study the problems of faculty supply, demand, and procurement. The New England Board of Higher Education is sponsoring three conferences this winter to better coordinate institutional plans and practices as we prepare to face the situations created by the recent explosive birth rate and school population statistics.

A projection of data now available shows that from 1958–59 to 1969–70, eleven years, the total enrollment in U.S. colleges will increase from the 3,250,000 at present to 6,150,000. The number of full time teachers must grow from 250,000 to 390,500. Current graduate school enrollments and trends fall far short of supplying this demand. Ph.D. graduates are attracted to careers other than teaching and the downtrend in quality of college level teachers is already apparent on a national scale, especially in English and mathematics.

Discussion revealed that the situation in New England is not as yet critical. But Dr. Ray C. Maul, Assistant Director of Research for the National Education Association, warned us against complacency. He predicted that small college faculties will be subjected to raids by the large universities in the mid-and far-West. California alone will be looking for 9,000 new college teachers in the next decade.

The solution is simple! Larger numbers of competent young men and women must be encouraged to plan for careers as college teachers and this effort calls for immediate action. College teachers have done little to perpetuate themselves. It was agreed that larger institutions possessing the greater resources and which will be bidding highest for teaching talent should assume the major share of responsibility for increasing the supply of such talent. I am pleased to report that not within my experience have we had such interest in college teaching as has been indicated by Middlebury's present seniors.

FOUR professors received grants under the terms of the du Pont gift for this purpose which enabled them to do research study in their respective disciplines last summer: Mr. Bielli (mathematics), Professor Brown (English), Dr. Craven (economics), and Professor Volkert (drama).

I hope my former students will rush to their calculus texts when they learn that Mr. Bielli set out to find uniqueness sets for non-negative harmonic functions defined on the unit disk of the complex plane. And he did.

Professor Brown studied the word *Atom* and *Atomistic Conceptions in English Parlance and Thought, 1550–1727.* Dick has provided me with a 1500 word "skeletonized" survey of his conclusions which, with his permission, I intend to share with you in a later issue of the NEWSLETTER.

Dr. Craven's project concerned attempts by economists and others to formulate new concepts of competition. There is a growing opinion that classical and neo-classical concepts of competition have become seriously unrealistic and therefore hamper development of good public policy. In tracing the possibility of such influence Professor Craven attended meetings in Washington with economists in the Federal Trade Commission. He believes that the doctrine of the "new competition" has been met with caution, reserve, and skepticism and that classical concepts are still superior to the proposed new standards in important ways. They are less vague and there is not the danger of a final legitimization of monopoly as one writer feels is implied in the logic of the new theory. As for the influence of the new ideas—not significant to date at the operating level of federal antitrust activity.

Professor Volkert was able to attend the University of Vermont Shakespeare Festival and to visit the Shakespearean theatre groups at Stratford, Connecticut and at Stratford, Ontario. This experience undoubtedly inspired the production of "The Tempest" last month in Wright Memorial Theatre. Erie was also supported by his Grant in the study of the use of television as a means of providing better utilization of teaching resources. A week in New York City provided him the opportunity to see studio layouts and equipment in a working educational TV setup.

# Faculty Notes

"Doc" Cook spoke at the December meeting of the Modern Language Association in Chicago. He was a member of a panel with faculty members from the University of Wisconsin, Northwestern University, and the University of California. Their topic: "Imagination and Place in Modern American Culture." Doc's theme was Robert Frost's Vision of Place.

The current Emerson Quarterly contains an article entitled "Teaching Thoreau at Middlebury College" by Professor Cook and the English Journal of last May contained his "Stand of Robert Frost."

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Governor Stafford (Middlebury 1935) named Professor C. Leonard Hoag (Contemporary Civilization) to the Chairmanship of the Vermont U.N. Day celebration. According to reports the observation was the most complete and successful of any held heretofore. Professor Hoag is a Director of the Vermont Council on World Affairs and was Chairman of a discussion of Indian-American Relations sponsored by the Council in Brattleboro recently. (*Please turn to page* 14)

Walter "Duke" Nelson has been Director of Intercollegiate Athletics since 1956. During the past thirteen years he has been at Middlebury, his football teams have won 55, tied 6 and lost 40 games. In hockey, his teams show a record of 136 wins, four ties and 91 losses.

# The Role Of Athletics At Middlebury

*"Since the emphasis is on the overall program and providing certain benefits for the students in athletics, rather than on just winning, it makes it possible for the student to combine athletics with academic work".*

By Walter J. Nelson, '32

It is slightly more than two years now since the launching of the first "sputnik" with its accompanying cries of a need to upgrade education both at the secondary school and college levels. At the same time, many frantic voices were raised demanding the de-emphasis, and in many cases, the elimination, of many elements in the educational program, among these athletics.

Now that much of the hue and cry has died down and people are re-examining their programs in a calmer frame of mind, it is perhaps a good time to review the place of intercollegiate athletics in the small liberal arts college, more precisely, their place at Middlebury.

Middlebury like all small schools on the undergraduate level is interested in the total education of its students. Although the main goal of the College is the academic preparation of the student, the College offers the student many other sources of education from which he may choose. Athletics is one of these.

Every young man admitted to Middlebury certainly rates his education and academic courses as his main reason for being in college. The classroom provides the student academic competition within his group and a challenge to himself. Athletics, on the other hand, provides competition among other groups from different colleges and universities. And, after all, competition is part of the American way of life. There is no apparent reason then, why academics and athletics cannot live in concert, harmoniously and cooperatively, at Middlebury, or any similar institution.

The atmosphere at Middlebury does much to foster and continue the type of program that we attempt to carry on in intercollegiate athletics. Here our emphasis is on the overall program, not one or two phases. Although I greatly enjoy the work and pleasures of coaching football and hockey, I feel that my most important job is that of Director of Intercollegiate Athletics and seeing to it that our whole program is maintained and strengthened.

The stress on the overall program was initiated and developed over many years under the direction of a very capable and able administrator and coach, and a very wonderful person, Arthur M. Brown. Middlebury had the benefit of his experience and ability for almost 40 years before his retirement in 1956. During that time, he built a strong program which I inherited and have tried to carry on.

Above I spoke of the "atmosphere here at Middle-

bury," this atmosphere is generated by the fact that intercollegiate athletics at Middlebury is not dependent upon the gate receipts from any one or two spectator sports. In many larger institutions, where this is the case, it is often one of the most disrupting influences in the whole program. Our athletic program is devised for the benefit and pleasure of the student, not the paying customer.

THE director of intercollegiate athletics, like all other department heads in the College, makes up a budget each year for the running of his program and department. The budget submitted for athletics is for the direct expenses of games in the program of our various sports. The equipping and other expenses needed to have each team ready to practice and play are also included in this budget. Income from games is not taken into account at all.

The Trustee Budget Committee is concerned only with the direct expense of the department's program and approval of the budget is subject to study in this light. Over the years, the Budget Committee has been more than liberal in allotting funds with which to carry out our program.

Not being dependent upon gate receipts allows us to concentrate on the overall program rather than on one or two sports and letting the rest of the program struggle along the best it can.

We try never to emphasize one sport at the sacrifice of another, and I do not believe that any small liberal arts college like Middlebury can really afford to do such a thing. I believe that simply by overemphasizing one or two sports at the cost of others you immediately destroy the whole purpose of the intercollegiate athletic program in a college of our type and size.

Although we do not stress one over another, nor do we seek national recognition for one sport, this is not to say that some recognition does not come our way. Over the past decade, our teams and individual athletes have gained sectional, national and international attention and honors in skiing, golf, tennis, track, football, hockey, basketball and soccer.

OUR overall program embraces 10 varsity sports, two in the fall (football, soccer); three in the winter (skiing, hockey, basketball); and five in the spring (baseball, golf, tennis, track, lacrosse). We find the program is as well balanced as any in colleges of our comparable size. Sailing is also under the intercollegiate department, but its schedule and guidance rests in the hands of a student club and faculty adviser.

Although Middlebury is a small college, we meet many of the major colleges and universities in our various schedules in those activities where we feel our young men will be able to give a good account of themselves. Meeting these larger schools allows our team members to compete in a little better type of competition, and it is stimulating and good to have the challenge of meeting someone better in any activity, no matter what the field of endeavor might be if you have prepared yourself to the best of your abilities.

When we complete a year with such schedules with an even won–loss record, I sincerely feel our young men and coaches have done a fine job. This does not mean that we seek a mediocre level, naturally, we would be more than pleased to post a record showing more wins than losses in all sports. However, this is not likely, so we attempt to make it possible for each team to have its share of wins.

Again, you defeat your program and purpose, if you do not give the youngsters a chance for wins in their sports. The student does not derive the proper educational benefit from an activity in which he has no chance of succeeding in at least a majority of the games played.

To give him this chance, we are able to provide him with the best of facilities within our means, coaching, equipment, schedules, travel accommodations, and the like. We feel that Middlebury compares favorably in these respects with all the other teams we meet.

Wins are good, but a share of reverses also has some advantages in preparing the student for later life outside of college. Thus, at the end of the year we can look at our overall record and feel that all taking part have benefited. We have provided the various team members with the glory and enjoyment of success along with the disappointments of losses, a combination which makes up most of our lives.

THIS type of philosophy goes hand-in-hand with the academic life at Middlebury and the College's continuing upward trend in academic prestige. Since the emphasis is on the overall program and providing certain benefits for the students in athletics, rather than on just winning, it makes it possible for the student to combine athletics with his academic work.

The coaches and members of the athletic staff are continually interested in both the academic standing and the personal well-being of the members of all teams. None of the coaches leaves his interest in the various youngsters on the football field, ice rink, the basketball court, the ski slopes, or on any other field of our athletic activities.

They continually keep an eye on the athletes' academic progress and from time to time, make checks on certain youngsters they might hear are in "book trouble." Any player is freely granted time from practice, and even games, to devote more effort to his academic work. This is the sort (*Please turn to page* 14)

# A Look at Biology

By Dr. Harold B. Hitchcock *Professor of Biology*

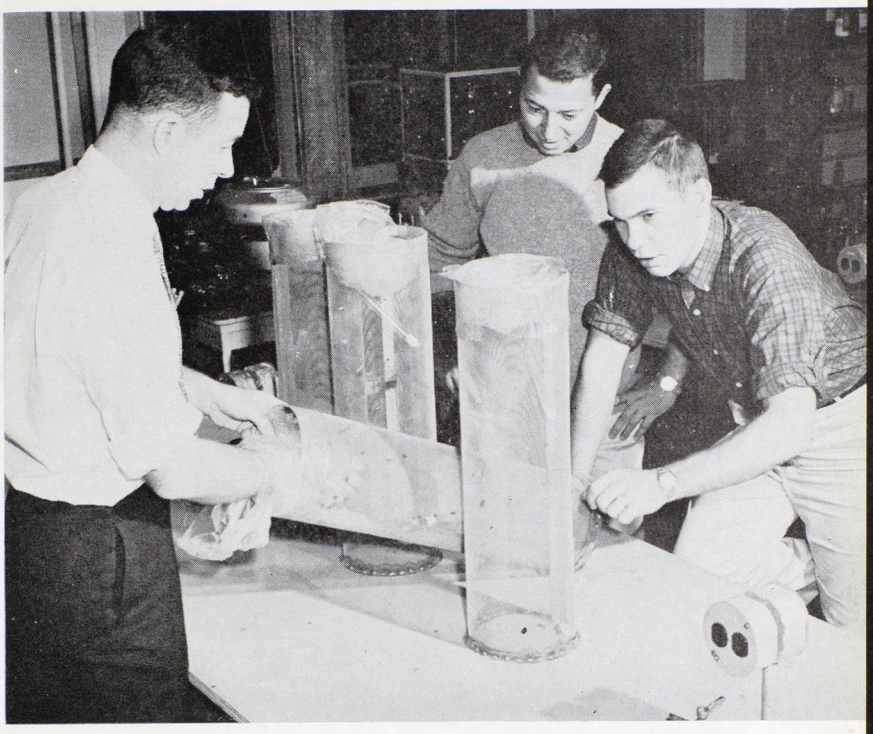
Although there will always be a good deal of descriptive material in a program of Biology, there is less emphasis today on description relatively than only a few years ago. The change in emphasis is due to the increased importance of the physiological aspects of Biology. A good background in Chemistry is becoming more important than before for students who plan to go beyond the introductory course, and two years of Chemistry are now required of students majoring in Biology. In the introductory course, which is now being taught as an integrated subject rather than as Zoology and Botany separately, the emphasis on description is still retained in the laboratory exercises. Here a premium is put on the student's ability to make careful dissections, observe closely, and record his observations accurately. The lecture material, however, stresses the functioning of organisms and of individual cells. This shift in emphasis undoubtedly makes the course more difficult for some students, particularly those whose interests and talents do not lie in the scientific field, but it does remove one objectionable feature. No longer is the introductory course pretty much of a repetition of high school courses in Biology. A student who has had Biology in high school now has the satisfaction of getting into fields barely touched upon before. Incidentally, some of the poorer work in the past has been done by students who showed good performance in high school Biology. We shall watch with interest to see whether the greater challenge will alter this tendency.

Recent graduates are familiar with our course in Ecology, in which the emphasis is on the relation of plants and animals to the environment. Middlebury is fortunate in having Dr. Woodin to handle this course, for his interests and experience in this field are broad. The illustrations give some idea as to the laboratory projects in progress this semester. With Middlebury's natural environment as rich as it is in possibilities for ecological fieldwork it is no wonder that registration in Ecology consistently has to be limited to numbers that can be handled effectively by a single instructor.

In Professor Rowan the college has a competent parasitologist and physiologist. His interests are reflected in the course in Microbiology, which deals not only with bacteria and viruses but (*Please turn to page* 14)

Gary Ardison, '61, and Kenneth Haupt, '60, checking age and species of wood used in the construction of a beaver house.

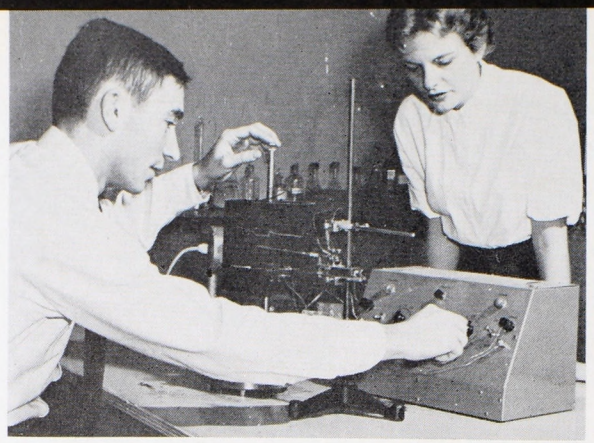
Suzanne Wright, '62, takes a practical examination of the dogfish brain and cranial nerves in Comparative Anatomy as Professor Hitchcock looks on.



Dr. William B. Rowan catches a laboratory reared fly for experiment on respiration. Assisting are David Hopkins, '60, (*left*) and Thomas Irwin, '60.

Mary Day, '60 (*left*), Sanford Witherell, '61, and Jean MacInnes, '60, conducting growth rate studies pertaining to mountain timberline.

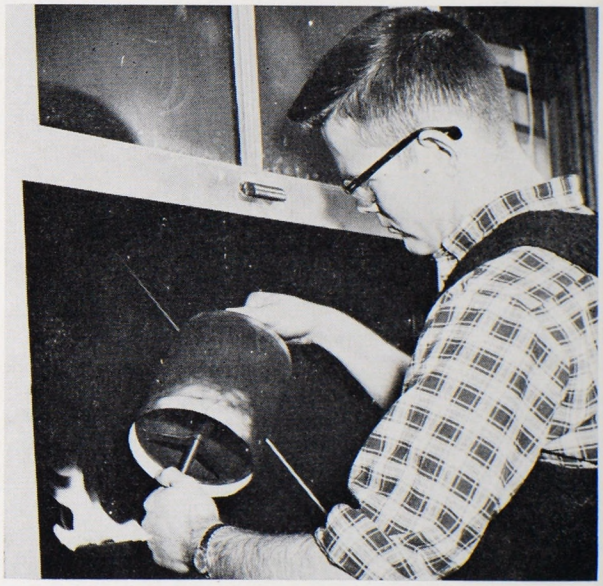
Comparative Anatomists dissecting the mud puppy.



Donald Korn, '60, and Barbara Machen, '60, stimulating muscle and recording contraction on the kymograph in muscle physiology.

Dr. Howard E. Woodin demonstrating skull structure to ecologists Margot Woodward, '61, and Peter Mehlin, '61.

Students preparing for a bone quiz in the "Baby Bug" laboratory.



Edward Kozlowski, '60, is shown smoking a kymograph drum for muscle physiology.

Peter Mehlin, '61, reading the temperature gradient in a microclimate study.

Dr. Wayne H. Davis uses the research microscope.

**E**cologists—Roger Raymond, '60, and Jean Eisenhart, '61, mapping the bottom of Lake Dunmore.

SECOND IN A SERIES OF PORTRAITS OF . . . .

# Middlebury's Long-Time Faculty

## RUSSELL G. SHOLES

RUSSELL GEORGE SHOLES, Professor and Head of the Department of Sociology: since 1927 a member of the Middlebury College faculty, a graduate of Washington University of St. Louis with graduate study at the Universities of Minnesota, Illinois and Chicago, a native of Sherburn, N. Y.

Prior to coming to Middlebury, Professor Sholes served for three years as teacher and principal in the Philippine Islands. His other pre-Middlebury experiences include the position of Psychologist with the Child Guidance Clinic, Department of Public Welfare, St. Louis, Mo., and Psychologist with the New York State Prison Commission Survey.

In 1936 he was appointed a full professor and became head of the Sociology Department. Professor Sholes is a member and past president of the Vermont Conference of Social Welfare, Eastern Sociological Association and the Society for Social Problems. He has served on several State of Vermont Advisory Boards and is currently a member of a group assisting the Vermont Board of Institutions.

In the article which starts on Page 13, Professor Sholes tells about his career of teaching at Middlebury and "The Privilege of the College Teacher . . .".

# PRESIDENT'S Page

In September of 1960 another very important and, I think, beautiful building will be added to our facilities. Redfield Proctor Hall, the new student center, will provide central dining for the entire freshman class, offices for student activities, and lounge and recreational facilities for all students.

It seems timely, therefore, to review the role of fraternities at Middlebury, for certainly this new center should provide opportunities for student social life presently not available either to freshmen or non-fraternity upper classmen. There are of course other reasons for a study of fraternities and their influence on the Middlebury environment in the 1960's. Do they over-emphasize our party life aspect? Do they slow down or perhaps sidetrack the intellectual objectives which are the primary concern of the College? Do they foster a cleavage between themselves and the College which may be detrimental to the loyalty to the institution which fosters them? Are they well managed to provide comfortable, clean, and safe quarters for undergraduate living? Even more specific questions may be raised:—should students be pledged and initiated during the freshman year? Or do such activities make academic adjustment for some freshmen far more difficult? Is it necessary and desirable that the fraternities should operate dining rooms? Should there be a hundred per cent opportunity for all men to join fraternities?

These are questions now coming to the fore in many colleges and universities, along with the much publicized questions of the discrimination clauses in constitutions and discriminating practices in fraternities.

On the whole I think we are fortunate at Middlebury in the kind of student leadership our fraternities develop, and we can be justly proud of the successful efforts many fraternities make to contribute to a high standard of student morale. Yet just as we are now embarked on a serious evaluation of the educational curriculum, I believe the time has come for a similar serious and broad study of social activities on our campus and the role of fraternities in this aspect of undergraduate living. Recently our neighbor, Norwich University, announced that all fraternities will be eliminated from the Norwich campus in the fall of 1960. Personally I think that there are too many potentialities for constructive contributions to the life of the College to consider such drastic action here. The challenge must be to examine these potentialities and to insure that they be realized to the fullest possible extent. The educational, social, and indeed the total environment of any college which would preserve its excellence in the next decade must be under constant scrutiny. There must be ever present an alert sensitivity to changing educational demands which the times call forth. There must be a willingness for self study and for the revision of traditional mores if such seems necessary.

It is with these thoughts in mind that I have proposed to the Trustees the formation of a committee before the end of this academic year to give thought to the place of fraternities in the College. It is my hope we shall have such a committee chosen from alumni, faculty, administration, and trustees. I do not have in mind that this group will on scant evidence either put its stamp of approval on the status quo or recommend a sudden and drastic move. I am confident, however, that this committee could over a period of time assemble pertinent information and offer feasible suggestions for bringing about improvements which would be helpful to the fraternities and, of equal importance, bring into better balance the social and intellectual life of the College.

*Samuel S. Stratton*

## THE ROLE OF ATHLETICS AT MIDDLEBURY

(*Continued from page 7*)

of situation that would be impossible under any other type of program than the one we try to carry on at Middlebury.

Further along these lines, all our schedules are submitted to the Faculty Athletic Council for approval and limits are set for the number of away from home games during class days to insure that members of the athletic teams do not miss excessive class hours.

Although I have been talking mostly about intercollegiate athletics, there is another phase which provides a large number with a chance at competitive sports, the intramural program. This extensive setup provides year-around sports for those who do not have quite enough skill for a varsity team as well as for those whose academic load and time do not permit them to attempt a varsity sport.

The intramural program at Middlebury under the guidance and direction of Associate Professor John J. Kelly is regarded as one of the very best for a college the size and type of Middlebury. This active program provides facilities and activities for a number of students who otherwise would be deprived of this opportunity for recreation, exercise and fellowship.

I feel and sincerely believe that we are providing our students with a very sensible and sane program in athletics, a program that provides the necessary outlet for youth and vitality without interfering with their academic pursuits. At the present time, one out of every three to four young men tries out for a varsity team. We hope and trust to be able to continue and strengthen the program so that even more may derive the benefits such an overall program provides.

To do this, it is necessary to have the interest and cooperation of all alumni, faculty, staff and friends of Middlebury. Just as the faculty is interested in insuring a flow of good students to Middlebury, so are the members of the athletic staff interested in maintaining a flow of good student-athletes who meet Middlebury's rigorous academic requirements.

The philosophy of our overall program is that both the classrooms and the athletic fields are important factors in molding the lives of Middlebury's young men. We feel that athletics teaches many valuable things, ranging from discipline to the proper adaptation of means to ends. There can be no fudging, no disregard of fundamentals, no day-dreaming, if one aspires to play on a well organized and well drilled team.

Athletics are needed in preparing the young men who come under our guidance to be useful and purposeful leaders within their communities in later life. Thus, athletics have a definite place in the total education of the undergraduate student at Middlebury.

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## A LOOK AT BIOLOGY

(*Continued from page 8*)

also with disease-producing invertebrate animals. The Biology Department has an excellent new research type microscope with accessories that finds special use in this course. Although much of the apparatus in the senior course in Physiology is necessarily complex and expensive, students still have to use their ingenuity in making some of their own equipment. Guinea pigs, mice, rabbits as well as frogs and turtles are now regularly kept in our new animal room, which has made possible a much broader opportunity for laboratory work in Physiology as well as other courses. The new greenhouse likewise has enriched our botanical program by permitting the growing of plants both for laboratory and classroom use as well as for research projects conducted by advanced students.

Genetics and Histology are courses we have had to slight for lack of a qualified instructor, but under Dr. Davis, who joined our staff this fall, we expect to see a strengthening in these fields and increased student interest. Comparative Anatomy and Embryology remain descriptive. Although the laboratory work in these courses has changed little during the past few years, I am impressed by the number of new interpretations and concepts that have come into these closely related fields. In the Anatomy laboratory old-timers will still find the dogfish and cat; in Embryology the frog and the chick.

One might gain the impression from this article that Biology has become a number of highly specialized subjects, each taught by a specialist. This is true in part; with the increased horizon in the field of Biology, specialization has become inevitable. To help counteract the specialization we maintain the policy that each member of the staff handle a lecture section and a laboratory section in the introductory course. Each consequently is concerned with the broad field of Biology. This system also has the advantage of making possible smaller lecture sections and the chance for beginning students to meet more instructors during their first year in Biology. Each member of the staff has his own special field of interest in biological research, but teaching is uppermost; the research is for the most part a summer filip and antidote against stagnation.

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## WITH OUR FACULTY

(*Continued from page 5*)

Professor Arthur K. Healy (Fine Arts) received honorable mention for his water color, "Les Jardins de St. Pierre" at the seventeenth annual exhibition of the Boston Society of Water Color Painters.

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Word from Mr. William Castor (Middlebury 1951, Instructor in Contemporary Civilization 1956–59) indicates an adventurous trip the long way around to Geneva during the past few months. At the University of Kebal, Afghanistan, he was impressed by the degree of concentration of each undergraduate student in a single "Faculty" and the lack of freedom of expression of views under which the teachers labor. While in Kebal he visited with the father of Bill Wallace '61. Earlier Mr. Castor had visited with the mother of Harry Hsiang ('59) at Taipei and in Manila had been entertained by the brother of Dick Ley '61. Bill is now at the Graduate Institute of International Studies, University of Geneva, Switzerland where he expects to finish work for the Ph.D. in June.

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Professor Howard Munford's contributions to scholarly journals continue to appear. His latest is "The Disciple Proves Independent: Howells and Lowell" in the September 1959 PMLA (Publications of the Modern Language Association). Part II of the same issue of PMLA features a work portrait of Dr. Freeman. Steve has twice served as president of the National Federation of Modern Language Teachers and this vignette cites his many contributions in the development of foreign language teaching in this country.

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Professor William Rowan (Biology) has received a grant from the Public Health Service totaling approximately $10,000 for a four year basic physiological study of the development of larval trematrodes. He will investigate the permeability of membranes of eggs on these species.

Professor John G. Bowker, Dean of the Faculty and Chairman of the College's Mathematics Department, was one of fifty specialists called to Washington, D. C., in early February to judge applications for the National Foundation Summer fellowships.

The group is studying proposed programs of advanced study submitted by several thousand of the country's secondary school teachers in their applications for Foundation grants. The awards, approximately 600 in number, will be announced in March.

The programs being evaluated are outlines of studies in the mathematical, physical and biological sciences. The American Association for the Advancement of Science is assisting with the evaluation process.

Dean Bowker served on the same panel for the National Science Foundation last year.

## New Teacher Training Program . . .

Two Middlebury seniors have been notified of early acceptance in Harvard University's special graduate course for prospective teachers. Melinda Hill and Anne E. Horton are two of 19 students qualified for admission to the Harvard Master of Arts in teaching plan on the basis of six semesters of college work.

Both students have been named regularly to the Dean's List of scholastic honors, and have been active in many student organizations. Miss Hill is a biology major, while Miss Horton is a classics major.

Middlebury's new teacher training program puts strong emphasis on such five-year plans of study and students are admitted to the Harvard Graduate School on a preferential basis. A total of 29 colleges in the country are granted this recognition.

## 1960 Alumni Dinner Schedule

A cordial invitation is extended by Middlebury College to parents interested in attending Alumni Dinners in the areas listed below. Time and other details about the dinners may be secured by either contacting the Dinner Chairman for your area or writing to: Director of Alumni Relations, Alumni Center, Middlebury College, Middlebury, Vt.

| District | Place | Date | Chairman |
|---|---|---|---|
| **Detroit** | Terova's Rathskeller | **March 8** | Slover Hollister '54 |
| **Chicago** | University Club | **March 9** | George Conomikes '50 |
| **Columbus, Ohio** | To be announced | **March 10** | Richard English '58 |
| **Cincinnati** | Carrousel Motel | **March 11** | Phillips Terhune '56 |
| **Albany** | University Club | **March 26** | Lester Ingalls '41 |
| **Springfield** | Storrowtown Tavern | **March 31** | Robert VanGaasbeck '41 |
| **Providence** | Twin Oaks Rest, Cranston | **April 1** | John Clark '53 |
| **Boston** | M.I.T. Faculty Club | **April 2** | William Cahill '53 |
| **Washington** | Naval Weapons Plant | **April 20** | Donald Gale '43 |
| **Baltimore** | Park Plaza | **April 21** | Ralph DeGroff '25 |
| **New Jersey** | Hotel Suburban, E. Orange | **April 22** | William Weier '33 |
| **Long Island** | *To be announced* | **April 23** | George Hinman '28 |
| **Northern Conn.** | Waverly Inn, Cheshire | **May 5** | Norman Smith '39 |
| **Southern Conn.** | Treadway Inn, Norwalk | **May 7** | Ray Walch '45 |
| **Buffalo** | Park Lane | **May 11** | Myron Hunt '51 |
| **Syracuse** | Le Moyne Manor | **May 12** | Robert Shahan '49 |
| **Rochester** | University Club | **May 13** | Albert Smith '45 |
| **Rutland** | *To be announced* | **May 18** | Allan Turner '51 |
| **Burlington** | Olde Board | **May 19** | Lincoln Furber '53 |
| **Montpelier** | Brown Derby | **May 20** | James Hunt '54 |
| **Norwich, Vt.** | Norwich Inn | **May 25** | Borden Avery '39 |
| **Manchester, N. H.** | Carpenter Hotel | **May 27** | Paul Vyrros '48 |

# Winter - Spring Schedules for Middlebury's Teams

*(Balances of Winter Sports Schedules remaining are shown at publication date for Winter Issue of Your Family and Middlebury)*

### VARSITY BASKETBALL

Feb. 6 Springfield at Middlebury
Feb. 8 Amherst at Amherst, Mass.
Feb. 10 Williams at Middlebury
Feb. 13 Trinity at Middlebury
Feb. 17 Vermont at Middlebury
Feb. 19 Clarkson at Middlebury
Feb. 25 Norwich at Middlebury
Mar. 2 W.P.I. at Worcester, Mass.

### VARSITY HOCKEY

Feb. 5 Colby at Middlebury
Feb. 6 Army at West Point, N. Y.
Feb. 12 Hamilton at Middlebury
Feb. 15 St. Lawrence at Middlebury
Feb. 17 Dartmouth at Hanover, N. H.
Feb. 20 Williams at Williamstown, Mass.
Feb. 25 Norwich at Northfield, Vt.
Feb. 26 Amherst at Middlebury
Mar. 2 R.P.I. at Middlebury
Mar. 4 Colgate at Hamilton, N. Y.
Mar. 5 Hamilton at Clinton, N. Y.

### FRESHMAN BASKETBALL

Feb. 6 Vermont Acad. at Middlebury
Feb. 10 Castleton J.V. at Middlebury
Feb. 17 Vermont Frosh at Middlebury

### VARSITY SKIING

Feb. 5–6 Dartmouth Carnival at Hanover, N. H.
Feb. 12–14 Williams Carnival at Williamstown, Mass.
Feb. 19–20 St. Lawrence Carnival at Canton, N. Y.
Feb. 26–27 Middlebury Carnival at Middlebury
Mar. 4–5 EISA Championships at Northfield, Vt.

### VARSITY BASEBALL

Apr. 25 Williams at Williamstown, Mass.
Apr. 29 Wesleyan at Middlebury
Apr. 30 Clarkson at Potsdam, N. Y.
May 2 St. Michael's at Winooski, Vt.
May 4 Union at Middlebury
May 6 Lowell Tech at Middlebury
May 9 St. Michael's at Middlebury
May 11 Vermont at Middlebury
May 13 Trinity at Hartford, Conn.
May 14 A.I.C. at Springfield, Mass.
May 18 Vermont at Burlington, Vt.
May 19 St. Lawrence at Canton, N. Y.
May 21 R.P.I. at Middlebury
May 25 Norwich at Middlebury
May 28 Norwich at Northfield, Vt.

### VARSITY GOLF

Apr. 22 Amherst at Amherst, Mass.
Apr. 29 Wesleyan at Rutland C.C.
May 4 St. Lawrence-Clarkson at Potsdam, N. Y.
May 6 R.P.I. at Rutland C.C.
May 7 Williams at Williamstown, Mass.
May 11 Union-Vermont at Middlebury G.C.
May 13–14 NEIGA Championships at Portland, Me.
May 18 Dartmouth at Hanover, N. H.
May 19 State Championships at Middlebury G.C.

### VARSITY LACROSSE

Apr. 16 Dartmouth at Middlebury
Apr. 20 M.I.T. at Middlebury
Apr. 23 W.P.I. at Worcester, Mass.
Apr. 27 Union at Schenectady, N. Y.
Apr. 30 Williams at Middlebury
May 7 Amherst at Middlebury
May 14 U. of Mass. at Middlebury

### VARSITY TENNIS

Apr. 29 Williams at Williamstown, Mass.
Apr. 30 Wesleyan at Middletown, Conn.
May 4 Union at Middlebury
May 7 R.P.I. at Middlebury
May 9 Dartmouth at Hanover, N. H.
May 11 St. Lawrence at Middlebury
May 13–14 NEILTA Championships at New Haven, Conn.
May 18 Vermont at Middlebury
May 21 Vermont at Burlington, Vt.
May 23 Clarkson at Middlebury
May 27 Colgate at Middlebury

### VARSITY TRACK

Apr. 23 Williams at Williamstown, Mass.
Apr. 27 Vermont at Burlington, Vt.
Apr. 30 Trinity at Middlebury
May 7 R.P.I. at Middlebury
May 11 Union at Middlebury
May 14 EICAA Meet at Worcester, Mass.
May 18 State Meet at Burlington, Vt.

Your Family and Middlebury, Old Chapel 36,
Middlebury College
Middlebury, Vermont

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